

# Arts Integrated Lesson Seed



**ART FORM:**  
Theatre



**SUBJECT AREA:**  
Reading/English  
Language Arts

Lesson Title: <b>Exploring monologues through composing and presentation</b>	Grade: 3
Contributor, School: Madeline Thompson, DuFief Elementary School	Time Frame: Three 45-minute lessons

## State Curriculum Content Standards, Indicators, Objectives

<p><b>Theatre/Fine Arts Content Standard(s)</b> 3.0 Creative Expression and Production Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.</p>	<p><b>Reading/English Language Arts Content Standard(s)</b> 1.0 General Reading Processes Topic E: General Reading Comprehension</p>
<p><b>Theatre/Fine Arts Content Indicator(s)</b> 3.1 Use a variety of theatrical elements to communicate ideas and feelings.</p>	<p><b>Reading/English Language Arts Content Indicator(s)</b> 1.4 Use strategies to demonstrate understanding of the text (after reading).</p>
<p><b>Theatre/Fine Arts Content Objective(s)</b> 3.1.a Identify and use dramatic narrative conventions to improvise a scene from a book, short story, or folktale.</p>	<p><b>Reading/English Language Arts Content Objective(s)</b> 1.4.c Identify and explain what is not directly stated in the text by drawing inferences. 1.4.d Draw conclusions based on the text and prior knowledge.</p>

### Objective(s) (Connecting the content areas)

Students will compose a five-line monologue for a character found in a text that explores conflict and resolution. The monologues will be presented to the class, and students will effectively using the actors' tools and basic skills.

### Description of Lesson/Activities

Students will apply their previous experience with the acting tools and skills, as well as their knowledge of conflict and resolution, to explore the conflict facing one character found in one of the books in an author study of Patricia Polacco. Students will create a monologue of at least five sentences for the character that explores a conflict and describes how it is resolved for one character in the story. The monologue will be written from the perspective of the character. Students will rehearse their monologues and then present the monologues "in character" to the class or a small group, effectively using the acting tools and skills.

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### **Assessment Strategies**

- Students will complete a checklist for what needs to be included in the written monologues (i.e., five lines, conflict and resolution, and the monologue must be from the perspective of the character).
- Students, as audience members, will complete an observation checklist for the oral presentation of the monologue. They will assess the effective use of the acting tools and skills (i.e., imagination, voice, body, cooperation, concentration). They will use the PQP (Praise, Question, Polish) structure to provide feedback.